Standard II Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A: Instructional Programs

Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Los Angeles Pierce College offers instructional programs consistent with the College’s mission to “enable students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop basic skills transfer preparation, career and technical education, and basic skills courses.” The College offers 36 Associate of Arts (AA) degrees, 14 Associate of Science (AS) degrees, eight Associate of Arts for Transfer degrees (AA-T), four Associate of Science for Transfer (AS-T) degrees, and 50 Certificates of Achievement. All programs have identified program learning outcomes (PLOs) that are included in the college catalog (II.A.1). Students planning to transfer to the University of California (UC) or California State University (CSU) may follow the Intersegmental General Education Transfer Curriculum (IGETC) or CSU general education plan in lieu of the local general education plan to facilitate transfer after attaining an AA or AS degree (II.A.2 and II.A.3). The AA-T and AS-T degrees are designed to allow students to transfer to a CSU having met lower division major preparation for a similar degree at a CSU and must follow IGETC or the CSU general education plan. Degrees and certificates in career and technical education (CTE) fields are designed to prepare students to enter the workforce. Students earning degrees and certificates must earn a grade of C or better in courses required for the major and maintain a 2.0 grade point average (II.A.4 and II.A.5).

The Pierce College Curriculum Committee (CC) follows Los Angeles Community College District (LACCD) Administrative Regulation E-64 in reviewing all new programs to ensure alignment with the College’s mission and strategic planning (II.A.6). Programs proposed in CTE areas must also include labor market data and advisory committee recommendations. All programs are reviewed during the comprehensive program review process (CPR) every
four years; every two years for CTE programs as outlined in the Pierce College Integrated Planning Calendar 2013-2026 (II.A.7). Comprehensive program review occurs prior to the College’s review of the mission statement and strategic master plan (SMP). The Educational Planning Committee (EPC) oversees the program review process and the program viability process for instructional programs (II.A.8). Furthermore, through the College’s annual program plans (APPs), departments review achievement data annually and set short-term goals linked to the goals of the strategic master plan (II.A.9).

The College has established institution-set standards (ISS) for student achievement with respect to degree and certificate attainment (II.A.10). The College has an institution-set standard to award 1,149 degrees and certificates. The ISS are integrated into the College’s strategic plan and annual program planning processes (II.A.11 and II.A.12).

Analysis and Evaluation

Pierce College offers diverse programs and courses that are aligned with the College’s mission and reflect the comprehensive nature of the community. The degrees and certificates offered meet the needs of our students. Students earning degrees or certificates are prepared to transfer or enter the workforce. The Curriculum Committee reviews programs to ensure the program supports the College’s mission and is appropriate to higher education. Programs are reviewed through an ongoing process of annual program planning and comprehensive program review. Student achievement data is reviewed annually through the APP process. All programs have identified learning outcomes that are assessed regularly on a six-year cycle. The College will be reviewing the outcomes assessment cycle for programs in light of the integrated planning calendar.

Standard II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

All faculty, full time and hourly rate, regardless of mode of delivery, follow the same course outline of record (COR). The COR informs all faculty teaching the course about the content, course objectives, types of reading and writing assignments, representative textbooks, critical thinking assignments, types of out-of-class assignments, information competency, methods of instruction, and methods of evaluation (II.A.13). Full time faculty are responsible for ensuring that all credit courses meet generally accepted standards through the Curriculum Committee (CC) processes. Since the College’s noncredit program for older adults has no full time faculty due to the nature of the program, part time faculty are responsible for ensuring that noncredit courses are updated and consistent with accepted standards. All CORs for both newly created courses and revisions to existing courses are reviewed and approved through the CC (II.A.14). Courses offered at Pierce College are appropriate for the
lower division level and fulfill lower division major preparation at transfer institutions, general education requirements, or basic skills development.

Faculty update the COR on a regular six-year cycle or sooner if there are changes in requirements for transfer or workforce needs for vocational courses (II.A.15). During technical review, CORs are evaluated for overall completeness and accuracy, alignment of course content with objectives, validation of requisites, and that the outline meets changes in transfer requirements or workforce needs (II.A.16).

Faculty members at Pierce College are evaluated at least once every three years in keeping with Article 19 or Article 42 of the Agreement 2014-2017 between the LACCD and the Los Angeles College Faculty Guild (II.A.17 and II.A.18). Faculty are evaluated through peer evaluations in areas such as:

- Faculty ability to establish a relationship conducive to learning;
- Teaching to the COR;
- Promotion of active involvement of students in learning activities; and,
- Faculty ability to provide a positive learning environment (II.A.19).

Analysis and Evaluation

Pierce College faculty ensure the curriculum meets academic and professional standards through the curriculum review process. Faculty review and update courses at least once during a regular six-year cycle. They regularly assess SLOs at the course level and provide plans for improvement of student learning. The results of SLO assessments are discussed in the annual program plans and are integrated with resource requests as appropriate. Finally, faculty are evaluated through peer evaluation on a three-year cycle with a component of evaluation ensuring continuous improvement in the teaching and learning process.

Standard II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

The College has identified course and program level outcomes for all courses and programs (i.e. degrees and certificates) it offers. The development and implementation of learning outcomes involve a broad-based institutional dialogue among faculty, staff, and administrators through the participatory governance structures that have evolved over time: from SLO coaches and an outcomes coordinator to the College Outcomes Committee, Curriculum Committee, and Academic Senate.
In fall 2012, the College Outcomes Committee (COC) was created as a standing committee of the Educational Planning Committee (EPC [II.A.20]). This began the institutionalization of the work formerly done by the SLO coaches and outcomes coordinator. Recognizing that the scope was larger than originally conceived, in fall 2013, the COC became a standing committee of the Academic Senate (II.A.21). The dialogue is currently expanding to include all units of the College. The COC facilitates the continual process of developing, implementing, assessing, and evaluating college wide outcomes guidelines, activities, assessment, and reporting of student learning outcomes (SLOs), program learning outcomes (PLOs), general education learning outcomes (GELOs), institutional learning outcomes (ILOs), and service area outcomes (SAOs [II.A.22]).

The Curriculum Committee ensures that the course outline of record (COR) for all approved credit and noncredit courses includes an addendum that describes the course SLOs. The Curriculum Committee (CC) processes additions or revisions to course SLOs. The College curriculum approval process includes a technical review of the SLO addendum by the College outcomes coordinator (II.A.23).

As described in Standards I.C.1 and I.C.3, all faculty are required to distribute a syllabus during the first week of class that includes the approved course SLOs in accordance with LACCD Board Rule 6703.10 (II.A.24). A component of the faculty evaluation process includes participation in the SLO assessment cycle and inclusion of SLOs in class syllabi (II.A.19).

All of the College’s degree and certificate programs have identified PLOs. The PLOs are published in the Pierce College 2014-2016 General Catalog and are also available in the Outcomes Database (ODB) used between fall 2011 and fall 2014 and in eLumen beginning in spring 2015 (II.A.25 and II.A.26). The program outcomes for the general education-related certificates and the four General Studies degrees are identified as GELOs. These GELOs were used as the institutional learning outcomes (ILOs) starting in fall 2011 (II.A.27). In spring 2015, the COC approved a recommendation to the Academic Senate to adopt broader institutional learning outcomes (II.A.28). The new proposed ILOs will include the GELOs and an additional outcome related to career and technical education (CTE). These recommendations will be considered by the Senate in early fall 2015.

Prior to spring 2015, a department would communicate changes to a PLO, if any, to the outcomes coordinator and to the person responsible for maintaining the ODB. Changes would also be communicated to the dean responsible for the catalog update. The eLumen system has capabilities that will allow department chairs to modify PLOs directly.

Faculty assess course SLOs every semester and report the results every other year as illustrated in the SLO Assessment Reporting Matrix (II.A.29). Between fall 2011 and fall 2014, departments submitted their outcomes assessment reports directly in the Outcomes Database (ODB). During fall 2014, the College adopted eLumen, an outcomes software tool that facilitates the integration of assessment reports into the College’s overall planning processes, including the disaggregation of learning outcomes data. Through the established governance structure, the College selected the eLumen software as the repository of the
College’s outcomes assessment and reporting. This software has been in place since spring 2015 with data gathering for course SLOs completed by July 2015 (II.A.30). In order to maximize the effectiveness of this dynamic assessment tool, the Academic Senate approved the COC’s recommendation to adopt a comprehensive outcomes assessment process for all students in every class taught every fall and spring semester to ensure that there is sufficient data for meaningful analysis (II.A.31). The first course-level reporting is planned for fall 2015 through eLumen (II.A.32).

Program learning outcomes are assessed on a six-year cycle aligned with the *Educational Master Plan 2012-2018* (II.A.33 and II.A.34). The last comprehensive PLO reporting cycle, which included GELO assessment, was completed in spring 2012 and is available in the ODB (II.A.35 and II.A.36). PLOs are scheduled to be assessed in the 2017-2018 academic year. The GELOs were planned to be assessed on a three-year staggered cycle with one per semester beginning in fall 2012 and ending in spring 2015 (II.A.27).

**Analysis and Evaluation**

In April 2012, the College reported to the ACCJC that the institution was able to demonstrate proficiency according to the rubric that was in place at the time (II.A.37). Since that time, the College has worked continuously to achieve sustainable continuous quality improvement. The College established a governance body, the College Outcomes Committee (COC) that facilitates and guides the dialogue and implementation of outcomes-related activities. The College implemented an outcomes assessment tool, which in combination with a recently adopted process of comprehensive assessment, will improve the outcomes assessment process and assist in more meaningful analyses. In addition, the College is able to demonstrate that all active courses have SLOs, that course SLOs are part of the officially approved COR and that they are included in course syllabi. The general catalog includes PLOs for all degree and certificate programs. A process is not clearly defined to review and approve modification to PLOs. As the College moves forward with the integration of authentic assessment in the planning cycle, the process and procedure for making changes to PLOs will need to be reconsidered and improved.

Evidence available in the two outcomes databases shows that course SLOs are regularly assessed and analyzed. Evidence shows that the College had started a cycle of regular assessment of PLOs for degree and certificate programs, including the general education programs. However, a series of internal factors interrupted the process of the GELO assessment. Changes in the leadership in academic affairs, the Office of Institutional Effectiveness (formerly Research), and faculty outcomes coordinator, coupled with the transitioning from the SLO coaches model to the College Outcomes Committee structure, negatively impacted the GELO assessment process. Additionally, in spring 2014, the College’s *Strategic Master Plan 2013-2017* was approved by the governing board, which began the implementation of the *Integrated Planning Calendar 2013-2026* (II.A.7). This resulted in shifting from a six-year planning cycle to a four-year planning cycle. This modification affected all the College’s planning processes, including the outcomes assessments cycle. The College will be addressing the realignment of the PLO/GELO
assessment cycle as part of an Action Project of the Quality Focus Essay. The College will consider the following as part of the Action Project:

- Identify responsible functions/personnel for completing all assessment-related activities, in particular, responsibility for the GELO assessment;
- Align all outcomes assessment with four-year cycle of the integrated planning and resource allocation cycle;
- Create and implement a process to update course-level and program-level learning outcomes within eLumen;
- Review and revise outcomes, as needed, to include deeper analysis of outcomes assessment report through the annual planning process; and
- Review, revise, and implement processes and procedures to ensure the sustainability of the assessment cycle.

**Standard II.A.4**

*If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

**Evidence of Meeting the Standard**

Pierce College distinguishes its pre-collegiate level curriculum in the course outline of record and in the general catalog. Pre-collegiate level curricula are offered in English, English as a Second Language (ESL), mathematics, learning foundations, and learning skills. Pre-collegiate courses are noted in the general catalog and schedule of classes as non degree applicable (NDA [II.A.39 and II.A.40]). These courses prepare students for college level curriculum. Course sequence charts in English, ESL, and math show students the path to college-level courses (II.A.41).

The College provides support services to students enrolled in pre-collegiate level courses. The Center for Academic Success (CAS) is dedicated to empowering students to achieve academic success. Students can get assistance in many subjects, in particular, English, ESL, and math (II.A.42). The CAS in collaboration with PierceOnline offers writing assistance through the Online Writing Lab (OWL [II.A.43]). Learning communities are available in the math department, including Pre-algebra Immersion (PI), Algebra Success at Pierce (ASAP), and Statway (II.A.44, II.A.45, and II.A.46). These learning communities provide additional support to students or create an accelerated pathway to transfer level math. Other learning communities designed to support students to advance to and succeed in college-level courses are Summer Bridge and Accelerated ESL Program (II.A.47 and II.A.48). These learning communities are discussed within each department and the Student Success Committee (II.A.49).
Analysis and Evaluation

The College is dedicated to meeting the diverse educational needs of its students. To assist students, who are not fully prepared for college-level coursework, pre-collegiate courses in English, ESL and mathematics are offered to improve their skills and abilities. Support services are offered through the Center for Academic Success to help students succeed. Various learning communities are in place to help students reach college-level coursework, some through accelerated pathways.

Standard II.A.5

The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units to earn an associate’s degree. This complies with the Title 5, Section 55063 of the California Code of Regulations and LACCD Board Rule 6201.10 (II.A.50 and II.A.5).

The breadth, depth, quality, and rigor of the College’s programs are determined through our curriculum process as detailed in LACCD Administrative Regulation E-64 (II.A.6). All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 unit minimum as required in LACCD Board Rules 6201.13 and 6201.14 (II.A.5). Degrees and certificates consist of a core of required courses in a single field of study allowing for depth of the subject. Restricted electives may be available and consist of courses in the field of study or related fields. For associate degrees, students must complete a minimum of 18 units of general education providing a breadth of knowledge outside of the focused major. For programs in the CTE area, input from advisory committees is used to develop programs and modify them, if necessary (II.A.51). The CTE programs are designed for students to enter the workforce after completing a degree or certificate.

The quality of courses and programs is addressed through faculty evaluations. Faculty peer evaluations are conducted at least every three years. Evaluations include how well the instructor communicates ideas, promotes student involvement in learning activities, whether faculty assess student progress regularly, ensure course content is appropriate and congruent with the COR, and that faculty have command of the subject matter (II.A.19). The quality of degree and certificate programs is also reviewed during Comprehensive Program Review (CPR). Awards data are reviewed and analyzed by departments and addressed as part of the program review process (CPR template). For CTE, labor market data is also reviewed to ensure that there is still demand in industry for the program.
Analysis and Evaluation

The College follows practices common to institutions of higher education in designing degree and certificate programs. All degrees require a minimum of 60 units. CTE programs receive annual feedback from advisory committees to ensure the required coursework and sequencing is appropriate to meet industry needs. All programs evaluate the needs and quality of programs through CPR. Faculty are evaluated as a means to determine the quality of instruction within courses.

Standard II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Department chairs, in consultation with supervising deans, prepare course schedules that enable students to meet course prerequisites and complete their programs of study. To provide opportunities for students, classes are scheduled in the day, afternoon, and evening hours, on Saturday, and online. Programs are designed as two-year programs for students attending in full-time status. Programs such as Registered Veterinary Technician, Nursing, and American Sign Language provide information to students with a path to complete programs in this time frame (II.A.52, II.A.53, and II.A.54). A two-year program plan does not always ensure that courses are sufficiently scheduled to meet student demand. This was the case with the Registered Veterinary Technician program. It was noted in their American Association of Veterinary Medicine (AVMA) accreditation report that there was a bottleneck between the first and second year of the program. To create a long-term solution to the observed bottleneck, the OIE is gathering data to determine where it is occurring. In the near-term, and based on student feedback, additional hours were given to the program to schedule more high demand, second year classes for the 2015-2016 academic year (II.A.55).

In 2011, the Scheduling Advisement Committee (SAC) was created as a subcommittee of the Academic Senate (II.A.56). The SAC identified that the College was not scheduling courses in sufficient numbers for students to complete their transfer general education requirements. A realignment of allocated hours was recommended and went into effect in spring 2012 (II.A.57 and II.A.58). In 2012, the Enrollment Management Committee (EMC) was created as a standing committee of the PCC. The SAC was intended to focus narrowly on the schedule of classes and the EMC was to focus on broad institutional issues (II.A.59). In 2014, the SAC was disbanded and the responsibility for making both broad and specific scheduling recommendations shifted to the EMC (II.A.60 and II.A.61). The EMC developed the Plan for Enrollment Management 2014-2018 (PEM), which was approved by the Pierce College Council (PCC) in spring 2015 (II.A.62 and II.A.63). Goal 11 of the PEM is to “schedule courses to ensure student completion.” One of the EMC goals for 2015-2016 is to address effective scheduling (II.A.64).
Analysis and Evaluation

Programs such as Nursing and American Sign Language make available scheduling paths for students to complete program requirements in a timely manner. Department chairs and deans collaborate to ensure courses are scheduled so students may complete. To further improve in this area, the EMC should investigate best practices for scheduling and report out by the end of spring 2016. The EMC should also complete its goal to review whether courses are scheduled to ensure completion and determine the impact of the 2012 realignment. As part of comprehensive program review, departments will be required to submit a two-year scheduling plan.

Standard II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Embedded in the College’s mission, goals, and values is a commitment to providing opportunities for access and success (II.A.65). Traditional face-to-face courses are scheduled on campus and at outreach locations during the day, evening, weekends, and online. The Program for Accelerated College Education (PACE) and academic outreach short-term classes create additional opportunities for accessing courses and facilitate completion of a program (II.A.66). The College actively schedules courses in these delivery modes, and tracks enrollment, retention, and success in each mode of delivery (II.A.67 and II.A.68). Additionally, Pierce Extension and Encore, the noncredit program for older adults, serve the community at-large. Courses are offered as lecture, laboratory, or in a combination of lecture and laboratory. The majority of courses are Web enhanced to ensure students can access course materials outside official class meeting time (II.A.69).

The College supports faculty through professional development opportunities that facilitate the delivery of instruction in multiple formats and to engage different learning styles. Workshops and seminars are offered throughout the semester on best practices in distance education, including workshops on making course materials accessible to all learners (II.A.70). The Title V grant has sponsored faculty to attend Quality Matters training to improve the quality of online courses. The Student Success Committee has sponsored on-campus activities to engage and inform faculty on new pedagogical strategies such as Reading Apprenticeship and Habits of the Mind (II.A.71). Pierce College sponsored a Faculty Teaching and Learning Academy (FTLA) in summer 2015 (II.A.72). Thirteen faculty from the College and another 12 from sister colleges in the District engaged in activities to expand their pedagogical toolbox to create student-centered classes, including topics such as syllabus redesign, reading apprenticeship, growth mindset, use of technology, culturally responsive training, and flipping classes (II.A.73).

As discussed in Standards II.B and II.C, the College’s learning support services also provide services to meet the needs of our students. Services for counseling, orientation, assessment,
tutoring, career transfer center, and the library are available to students on campus and online. The Special Services Office (DSPS) ensures that students with special needs have the tools necessary for success.

**Analysis and Evaluation**

The College provides opportunities for all students regardless of learning styles, physical or learning abilities, physical location, or working schedule, by offering courses and learning support services that address the needs of the diverse community it serves. Courses are scheduled in a variety of delivery modes and schedules. Faculty actively engage in professional development activities to enhance their ability to meet the needs of all students. Learning support services are available on campus and online.

**Standard II.A.8**

*The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

**Evidence of Meeting the Standard**

The only department that offers departmental course examinations is mathematics. The department uses common exams in elementary and intermediate algebra, calculus I, and Statway classes. Statway is a nationwide program sponsored through the Carnegie Foundation. The Carnegie Foundation created the exam administered in the Statway classes. Instructors grade the exam according to a rubric provided by the Carnegie Foundation. The Carnegie Foundation collects data every semester and makes adjustments to the exam based on the results received nationally.

The College’s mathematics faculty develop the elementary and intermediate algebra and calculus exams. For the algebra exam, a random test bank is used to generate the questions. A committee formed within the department assembles the exam. The exam is also reviewed and proofread by three to four department faculty members. The exams are graded using a common rubric during a common grading session for the open-ended questions. The intended purpose of the exam is as an outcomes assessment tool. An instructor may opt to use the exam as the final exam for the class and weight the exam in the overall course grade, which is described by each instructor in their course syllabus. After the exam is given, the department collects and analyzes data for each question. The average score on each question as well as the standard deviation are computed (II.A.74). The department uses this information to adjust questions in future semesters and make recommendations to instructors for improving instruction across the department.

For the calculus exam, each semester the instructors teaching Calculus I meet to create the exam. They review previous semester exams and data, and they create an exam aligned with the course outline of record. An agreed-upon rubric is created and used for grading. Similar to the algebra exam, the results are collected and analyzed by mean and standard deviation for each question (II.A.75). The weight of the exam in the overall course grade as determined by each course instructor is described in the course syllabus.
For both the algebra and calculus exams, instructors are informed about how their students performed on each question and overall in comparison to the department as a whole. Instructors use this information in planning future courses.

**Analysis and Evaluation**

The mathematics department has processes in place to ensure common exams in algebra and calculus are free from bias and validated. The department creates the exam by committee using randomly generated questions. The faculty analyze data for each question to inform faculty on the topics that need improvement across the department.

**Standard II.A.9**

*The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.* (ER 10)

**Evidence of Meeting the Standard**

The College awards degrees in accordance with District Board Rule 6201, which includes: a minimum of 60 units of credit with at least 18 units in a major or area of emphasis; a scholarship requirement of a 2.0 or higher grade point average in all work and a “C” or better in each course counted toward a major requirement; a competency requirement in math and English; and a minimum of 18 units of general education (II.A.5). Certificates are also awarded in accordance with District Board Rule 6201 with the same scholarship requirements for degrees. The College offers 112 degrees and certificates. Each program has defined PLOs that are identified in the general catalog (II.A.1). Course SLOs in each program are mapped to the program SLOs (II.A.76).

As described in the response to the Policy on Degrees and on Credits, the College awards credits based on commonly accepted practices in higher education. The College does not award credit based on the clock-to-credit-hour conversion formula.

**Analysis and Evaluation**

The number of degrees and certificates awarded by the College in the last five years has more than doubled as reflected in the chart below.

<table>
<thead>
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<th>Award Type</th>
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<td>Certificate</td>
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<td>209</td>
<td>547</td>
<td>596</td>
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<tr>
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<td>876</td>
<td>1,142</td>
<td>1,579</td>
<td>1,642</td>
<td>1,821</td>
</tr>
</tbody>
</table>
Standard II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

As described in the Policy on Transfer of Credits, the College only accepts credits from accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. The College does not accept credits from non-accredited institutions (II.A.24). Various District Administrative Regulations detail the types of credit the College accepts: coursework from a college outside of the District, credit for courses taken at institutions of higher learning outside of the United States, military credits, and upper-division coursework (II.A.77, II.A.78, II.A.79, and II.A.80). Students are also informed about the transfer credit policy in the college catalog and the Counseling Department Web site. The College maintains articulation with California public universities as well as private and out-of-state colleges and universities. Articulation agreements with California private and independent colleges and universities as well as some out-of-state universities are posted on the College’s Web site.

Analysis and Evaluation

The College makes information about the transfer of credits available to its students through the general catalog and Web site. Pierce College maintains articulation agreements with both in-state and out-of-state colleges, which are available on the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) Web site or the College’s Web site.

Standard II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

In fall 2011, six GELOs were adopted by the College through the participatory governance process as described in Standard II.A.3 (II.A.27). These GELOs were also the College’s ILOs. All courses, through the SLO addendum, are mapped to one or more GELOs. The GELOs are:

1. Communication;
2. Critical Thinking;
3. Research and Information Literacy;
4. Civic Responsibility and Ethical Reasoning in a Diverse Society;
5. Quantitative Analysis and Scientific Reasoning; and,
6. Arts and Cultural Awareness.

The GELOs address the student’s communication competency (GELO 1), information competency (GELO 3), quantitative competency (GELO 5), analytic inquiry skills (GELOs 2 and 5), ethical reasoning (GELO 4), and the ability to engage in diverse perspectives (GELOs 4 and 6).

In spring 2015, the COC recommended to the Senate that a new ILO be added related to occupational and career readiness (II.A.28). In so doing, the GELOs and ILOs were separated and the GELOs are now a subset of the ILOs. While many CTE programs have outcomes embodied by one or more GELOs, many of their PLOs are more program-specific for students to have the knowledge and skills to enter the workforce. The SLO addendum is being modified to account for the new ILO and CTE courses will begin mapping to the ILO through the regular curriculum update.

**Analysis and Evaluation**

All degrees of the College include outcomes in communication competency, information competency, quantitative competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives directly through major requirements or through meeting general education requirements. Certificates in the CTE area include these outcomes, as appropriate to the program, and include program-specific skills needed to enter the workforce.

**Standard II.A.12**

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

**Evidence of Meeting the Standard**

In adherence with state regulation and district board rules (II.A.5 and II.A.50), the College requires all of its degree programs to include a component of general education as part of its graduation requirements. Relying on faculty expertise through the College’s Curriculum Committee and Academic Senate, the College has developed a general education philosophy
Los Angeles Pierce College offers three general education plans to complement its associate degrees (II.A.5): the LACCD General Education plan, the California State University (CSU) General Education Breadth plan (CSU GE Breadth), and the Intersegmental General Education Transfer Curriculum (IGETC). Students pursuing an Associate of Arts for Transfer or an Associate of Science for Transfer must complete the CSU GE Breadth plan or IGETC pattern. For courses to be included in the CSU GE Breadth plan, the course must meet the requirements set forth in Article 4 of the CSU Executive Order 1033 (II.A.84). For courses to be included in the IGETC pattern, the course must meet the requirements set forth in the IGETC standards (II.A.85). For the CSU GE Breadth plan IGETC pattern, the courses are initially locally recommended for GE area placement, requested by the Articulation Officer, and approved by the respective system. Course inclusion in the LACCD general education plan is reviewed and approved by the College’s CC and the Academic Senate in accordance with LACCD Board Rule 6201.14 (II.A.5) and Administrative Regulation E-65 (II.A.86 and II.A.87). Course outlines of record (CORs) are reviewed and revised on a six-year cycle in a process overseen by the Curriculum Committee, ensuring that general education courses continue to meet the collegiate standards (II.A.15).

The College has identified six General Education Learning Outcomes (GELOs) that are published in the general catalog (II.A.4 and II.A.27):

1. Communication;
2. Critical Thinking;
3. Research and Information Literacy;
4. Civic Responsibility and Ethical Reasoning in a Diverse Society;
5. Quantitative Analysis and Scientific Reasoning; and,
6. Arts and Cultural Awareness.

The GELOs address the student’s preparation for and acceptance of responsible participation in a civil society (GELO 4), skills for lifelong learning and application of learning (GELOs 1, 2, 3), broad comprehension of knowledge, practice, and interpretive approaches in the arts and humanities (GELO 6), the sciences (GELO 5), mathematics (GELO 5), and the social sciences (GELOs 2, 3, 4). Every credit course is mapped to at least one GELO. The College ascertains the achievement of the GELOs through regular assessment of learning outcomes in the courses mapped to each GELO (II.A.25, II.A.26, and II.A.88).

Analysis and Evaluation

A substantial component of general education is required of all College degree programs. The general education philosophy is developed and reviewed locally by the Curriculum Committee and is published in the catalog. Using official rules, processes and procedures, the Curriculum Committee relies on faculty expertise, including the expertise of the articulation officer, to determine the appropriateness of each course for inclusion in the general education curriculum. The College’s general education courses are mapped to one or
more GELOs and through regular outcomes assessment the institution determines the
effectiveness of how well the College prepares its graduates beyond career or transfer
readiness.

Standard II.A.13
All degree programs include focused study in at least one area of inquiry or in an established
interdisciplinary core. The identification of specialized courses in an area of inquiry or
interdisciplinary core is based upon student learning outcomes and competencies, and
include mastery, at the appropriate degree level, of key theories and practices within the field
of study.

Evidence of Meeting the Standard

In keeping with LACCD Board Rule 6201.10 and Title 5, Section 55063, each associate
degree offered at Los Angeles Pierce College requires a major (i.e., one area of focused study) or an area of emphasis (i.e., an interdisciplinary core [II.A.5 and II.A.50]). Students
planning to complete a degree must complete a minimum of 18 units in a major or area of
emphasis. Each degree consists of a pattern of courses beginning with introductory concepts
and leading to more in-depth topics. A degree is awarded upon successful completion of a
minimum of 60 units, which includes requirements in a major or area of emphasis, general
education, competency requirements, scholarship requirements, and electives, if needed. All
degrees have defined program learning outcomes (PLOs). Every course within the major or
area of emphasis is mapped to the PLOs, which are assessed on a six-year cycle.
Development or revision of degrees relies on faculty expertise in the discipline and approval
follows the LACCD Administrative Regulation E-64 and local curriculum processes (II.A.6
and II.A.89).

Analysis and Evaluation

The Curriculum Committee relies on the expertise of discipline faculty, established
processes, and procedures to ensure that all degrees include a focused study in a major or
area of emphasis. The competencies and outcomes are consistent with norms in higher
education. Many courses within degree programs meet lower-division major preparation
upon transfer.

Standard II.A.14
Graduates completing career-technical certificates and degrees demonstrate technical and
professional competencies that meet employment standards and other applicable standards
and preparation for external licensure and certification.

Evidence of Meeting the Standard

Faculty members within the career and technical education (CTE) fields meet with their
advisory committee at least once a year (II.A.90 and II.A.91). The advisory committees
consist of faculty and industry professionals and they discuss emerging trends in the field of
The industry professionals provide expertise and input into the requirements from CTE degree and certificate programs.

Additionally, CTE programs in Addiction Studies, Nursing, and Registered Veterinary Technology provide curricula to assist students in being successful on licensure exams (II.A.92). The Automotive Technology program prepares students for industry certifications. Several programs at the College are subject to review by external agencies such as Automotive Service Technology by the Bureau of Automotive Repair (BAR), Nursing by the California Board of Registered Nursing (BRN), and Registered Veterinary Technology (RVT) by the American Veterinary Medical Association (AVMA [II.A.93]). Career and technical degree and certificate programs undergo program review every two years to ensure the quality and currency of its courses and outcomes (II.A.94).

Analysis and Evaluation

Faculty members in CTE programs meet with industry professionals to discuss programs and alignment with industry standards. Students in CTE programs are prepared for licensing exams conducted by external agencies. Program review is completed every two years for each CTE program to ensure programs are providing adequate preparation for students to meet employment standards and licensure or certification requirements.

Standard II.A.15

*When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Evidence of Meeting the Standard

LACCD Board Rule 6202 on catalog rights allows for students to complete program requirements under the catalog in effect when they enter the College, under the catalog in effect when they graduate, or in any year in between, if they remain in continuous attendance as defined in LACCD Board Rule 6203 (II.A.5).

LACCD Board Rule 6803 allows colleges to conduct viability reviews (II.A.95). In accordance with Board Rule 6803, the College has developed its program viability process. While the goal of program viability is to improve and strengthen programs, it is possible for the viability committee under certain circumstances to recommend program discontinuance. If the program viability committee recommends program discontinuance, that recommendation must be reviewed and a structured plan for closing the program must be developed. As specified in Board Rule 6803.10, if a program is being discontinued, the College must make provisions for students in progress to complete their training (II.A.95). These provisions may include appropriate course substitution.

In the past three years, the College has conducted five program viability reviews, including horticulture, noncredit, multimedia, cooperative education, and service learning (II.A.96, II.A.97, II.A.98, II.A.99, and II.A.100). As a result of the viability review process,
cooperative education and service learning were discontinued. These were programs designed to provide students paid or volunteer experiences in the workplace. Neither program offered degrees or certificates; thus, there was no direct impact on students’ ability to complete their programs of study.

Analysis and Evaluation

The District and College have policies and procedures in place to address program elimination. Since the last accreditation review, no programs affecting students’ ability to attain a degree or certificate have been discontinued.

Standard II.A.16
*The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

Evidence of Meeting the Standard

The College regularly evaluates and improves the quality and currency of all instructional courses and programs. At least once every six years, all academic courses, whether collegiate, pre-collegiate, or noncredit are required to undergo formal curricular review (II.A.101 and II.A.15). The course outline of record (COR) update schedule is maintained by the Curriculum Committee (CC) and posted on their Web site. The Curriculum Committee reviews updated CORs in accordance with the established approval process (II.A.89). Course SLOs for credit and noncredit courses are assessed on a two-year cycle (II.A.29).

The process for evaluating classes offered by Pierce Extension is different. Not-for-credit classes are not approved by the CC, but by the governing board. After the course initiator submits a course proposal based upon community interest and demand, the College submits the course title and description for governing board approval (II.A.102). Not-for-credit classes have defined SLOs that are maintained in the Pierce Extension office (II.A.103). Classes are evaluated at the end of the offering through the delivery of a survey to participating students, while continuing classes are assessed once per year (II.A.104). Survey results are reviewed to ensure student satisfaction. Outcome results are summarized in the annual program plan (II.A.105).

Pierce College regularly evaluates the quality of all instructional programs through the program review process as specified in Los Angeles Community College District (LACCD) Board Rule 6801 (II.A.95). All programs are reviewed on a six-year cycle, with the next comprehensive program reviews (CPR) scheduled for completion in spring 2016. After 2016, CPR will move to a four-year cycle aligned with the *Pierce College Integrated Planning Calendar 2013-2016* (II.A.7). Career and technical programs are reviewed every two years (II.A.94 and II.A.95). The College reviews programs according to a cycle ranging from annual program plan evaluations to comprehensive program review (II.A.106 and
II.A.107). These two processes allow the departments and units to take both a short-term and long-term view at the quality, effectiveness, and currency of their programs or services.

As the 2016-2017 annual program plan (APP) template shows, each department analyzes quantitative and qualitative student achievement and student learning data disaggregated by discipline, subpopulations, mode of delivery, or program type, such as pre-collegiate instructional programs (II.A.9). The APP template provides prompts for departments to reflect on and discuss their data, including looking for trends over time. In addition, the template asks departments to analyze whether the program’s rates are above the institution-set standards or if there are equity gaps for key indicators of student achievement and student learning. Finally, the APP template also requires departments to reflect on significant findings from the SLO assessments as analyzed throughout year (II.A.12).

Based on a discussion of this data, as well as the departments’ progress on prior year goals, all departments set goals for next year to improve their effectiveness and, if applicable, request resources to meet those goals. The department’s goals are aligned with the strategic master plan goals to ensure integrated planning between departments and the College’s overarching goals (II.A.12). For career and technical programs, regularly scheduled advisory committee meetings provide essential input into the relevancy of each program. The insights gained and recommendations made through those advisory committee meetings are integrated into the annual plans to improve and maintain currency of course curricula and programs (II.A.90, II.A.91, and II.A.108).

Every four years, the APP process is expanded into comprehensive program review, which includes additional questions to ensure that programs reflect on the achievement of prior goals and set new long-term goals for the program. The program review criteria include relevancy, appropriateness, achievement of student learning outcomes, currency, and planning to improve the quality of programs, stimulate curriculum changes, and enhance current curriculum (II.A.109 and II.A.110).

**Analysis and Evaluation**

The College systematically strives to improve programs and courses to enhance student learning outcomes and achievement. Courses are evaluated according to a regular COR update schedule and through ongoing outcomes assessment. Annual program plans include a discussion of outcomes assessment. Programs are evaluated through comprehensive program review, which is conducted biannually for CTE programs. Through program review and annual plans, faculty members discuss achievement and outcomes data and set long-term goals that provide a basis for the future direction of institutional planning.

As included in the Quality Focus Essay Action Plan, the outcomes assessment process will benefit from an additional validation tool that would assess whether improvements made yield expected results. The integration of CPR with PLO assessment can be made stronger through linking the assessment cycle for outcomes with the cycle of program review. Finally, the College should integrate assessment of not-for-credit classes offered through
Pierce Extension into the overall planning cycle and assessment tools used by the credit and noncredit programs.

**Standard II.A Evidence List**

II.A.1 College Catalog pp.70-133 – pshare ID 205
II.A.2 IGETC Pattern
II.A.3 CSU GE Breath Plan
II.A.4 College Catalog pp.61-63 – pshare ID 207
II.A.5 LACCD Board Rule Chapter VI Article II – pshare ID 208
II.A.6 Administrative Regulation E-64 – pshare ID 55
II.A.7 *Integrated Planning Calendar 2013-2026* – pshare ID 206
II.A.8 EPC Charter
II.A.9 APP Datasheet – pshare ID 209
II.A.10 Approved Institution-set Standards – pshare ID 573
II.A.11 Update Strategic Master Plan 2014-2017
II.A.12 2016-2017 APP Template for Academic Affairs – pshare ID 505
II.A.13 Anthropology 101 Sample Course Outline – pshare ID 308
II.A.14 Curriculum Process – pshare ID 307
II.A.15 Course Outline Update Schedule – pshare ID 446
II.A.16 Curriculum Committee Technical Review Charter – pshare ID 712
II.A.17 Article 19 of the *Agreement* – pshare ID 305
II.A.18 Article 42 of the *Agreement* – pshare ID 311
II.A.19 Appendix C of the *Agreement* – pshare IS 567
II.A.20 EPC Minutes (forming COC as a subcommittee)
II.A.21 Senate Minutes (making COC a standing committee)
II.A.22 COC Charter – pshare ID 673
II.A.23 Curriculum Committee Minutes 12-6-2013 – pshare ID 364
II.A.24 Board Rule 6703.10 – pshare ID 571
II.A.25 Archived SLO Database – pshare ID 303
II.A.26 eLumen Sample Tracking Information Screenshot – pshare 707
II.A.27 Senate Minutes 9-26-2011 – pshare ID 713
II.A.28 COC Minutes 5-5-2015 – pshare ID 714
II.A.29 SLO Assessment Data Reporting Matrix
II.A.30 COC Minutes 11-25-2014 – pshare ID 715
II.A.31 Senate Minutes 2-23-2015 – pshare ID 359
II.A.32 COC Report to the Senate 3-27-2015
II.A.33 PLO Assessment Cycle Matrix
II.A.34 Educational Master Plan 2012-2018
II.A.35 CAOT PLO Assessment Report (Sample)
II.A.36 Spanish PLO Assessment Report (Sample)
II.A.37 2012 SLO Annual Report
II.A.38 *Strategic Master Plan 2013-2017* – pshare ID 191
II.A.39 College Catalog pp. 134-221 – pshare ID 379
II.A.40 Fall 2015 Schedule for the Web – pshare ID 716
II.A.41 English and Math Sequence Charts
II.A.42 Spring 2015 CAS Tutoring – pshare ID 717
II.A.43 OWL Spring 2015 – pshre ID 718
II.A.44 Prealgebra Immersion Web page – pshare ID 720
II.A.45 ASAP Web page – pshare ID 719
II.A.46 Statway Web page – pshare ID 721
II.A.47 Summer Bridge Web page – pshare ID 722
II.A.48 Accelerated ESL Web page – pshare ID 723
II.A.49 Student Success Minutes (discussing learning communities)
II.A.50 Title 5, Section 55063
II.A.51 Sample CTE Advisory Minutes
II.A.52 Registered Veterinary Technology Web page – pshare ID 726
II.A.53 Nursing Web page – pshare ID 725
II.A.54 American Sign Language Web page – pshare ID 724
II.A.55 Allocation of Hours Spreadsheet Comparison
II.A.56 SAC Charter – pshare ID 779
II.A.57 Spring 2011 CSU GE Analysis (get 2.039.1 from last report)
II.A.58 Spring 2012 Allocation Memo (get 2.039.2 from last report)
II.A.59 First Monday Report December, 2011 – pshare ID 729
II.A.60 Enrollment Management Committee Charter
II.A.61 Senate Minutes 2-10-2014 – pshare ID 773
II.A.62 Plan for Enrollment Management
II.A.63 PCC Minutes (approving the PEM)
II.A.64 EMC 2014-2015 Self-Evaluation
II.A.65 Mission, Goals, Values Web page
II.A.66 College Catalog pp. 48-49
II.A.67 Fall 2015 Full Schedule of Classes
II.A.68 2014-2015 Fact Book
II.A.69 Data on # of Faculty Web Enhancing Classes
II.A.70 Data on # of Faculty in Online Training
II.A.71 Evidence for Student Success Activities
II.A.72 FTLA Email to Faculty June 2015 – pshare ID 731
II.A.73 FTLA Daily Agenda – pshare ID 730
II.A.74 MET Outcomes Data – pshare ID 728
II.A.75 Math 261 Outcomes Data – pshare ID 727
II.A.76 eLumen Mapping of SLOs to PLOs
II.A.77 LACCD Administrative Regulation E-93 – pshare ID 294
II.A.78 LACCD Administrative Regulation E-101 – pshare ID 295
II.A.79 LACCD Administrative Regulation E-118 – pshare ID 292
II.A.80 LACCD Administrative Regulation E-119 – pshare ID 293
II.A.81 College Catalog p.8 – pshare ID 377
II.A.82 CC Minutes 9-6-2013
II.A.83 CC Minutes 9-12-2014
II.A.84 CSU Executive Order 1033 – pshare ID 771
II.A.85 IGETC Standards – pshare ID 772
II.A.86 LACCD Administrative Regulation E-65 – pshare ID 13
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